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ABSTRACT

This supplement to the previous Prince George's County Schools Career Education Guide -- Foreign Languages is intended to help teachers accomplish the purpose of the Guide, which is to re-orient the material of lessons in basic texts toward career education concepts, when applicable. The intrinsic cultural goals of foreign language education should be continually reflected, and the career education focus contributes another dimension to the material to be learned. The guide urges interdisciplinary cooperation between foreign language instructors and other teachers and should help teachers in all disciplines to expand students' awareness of foreign languages and their importance in career education. Whereas the Guide itself documents the possible relationship of each French and Spanish textbook unit to career education, this supplement presents actual exercises for French and Spanish which may be substituted for specific exercises in the texts, or may be used to complement such exercises. For both French and Spanish: (1) a number of units were selected from certain basic texts; (2) certain exercises in the units were chosen for re-orientation without changing the grammatical structures to be drilled, and a few paragraphs were re-written with a career education focus; (3) supplementary vocabulary is provided for occupational names; and (4) classroom activities are suggested after each unit. (Author/TL)

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CAREER EDUCATION - FOREIGN LANGUAGES

SUPPLEMENT NO. 1

(Classroom Exercises for French and Spanish)

LEVELS I - III

(7-12)

FL00 7314

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FOREWORD

This first Supplement to the Guide, Career Education - Foreign Languages, was prepared by a group of French and Spanish teachers participating as members of school interdisciplinary teams in a summer workshop emphasizing the pre-vocational aspects of career education. Its intent is to provide a few specific examples of the fusion of career education into the actual substance of a specific discipline. It is not meant to be an exhaustive work; rather, it is hoped that as teachers teach the material, they will be motivated to use it as a "stepping stone" to the adaptation of other exercises in other units of the texts. They may also create additional classroom activities related to career awareness and exploration, utilizing not extraneous material, but the specific foreign language content of the course.

Coordination and original planning for this effort, and final compilation of the material was carried out by the foreign language supervisor who also participated in the Pre-vocational Workshop. The workshop was sponsored by the Career Education Department of the Prince George's County Schools.

Foreign language teachers using this material are urged to send suggestions to the Central Office.

Dora F. Kennedy
Supervisor of Foreign Languages

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INTRODUCTION

This Supplement to the Career Education Guide in foreign languages is intended to help teachers fulfill the mission of the Guide, which is specifically to re-orient the actual material of lessons in the texts toward career education concepts when applicable.

Whereas the Guide itself documents the possible relationship of each French and Spanish textbook unit to career education, this Supplement presents actual exercises in the foreign language which may be substituted for specific exercises in the texts, or may be used to complement such exercises.

These materials should help teachers and students address the awareness aspects of career education, which should also include an examination of the world of work in the target culture. Of course, it has not been possible, nor would it be desirable, to re-orient every exercise toward career education. The intrinsic linguistic and cultural goals of the discipline should be continually reflected in the teaching. The career education focus contributes another dimension to the material to be learned.

The exercises and other materials of the Supplement were developed according to the following plan:

I. The teacher team and foreign language supervisor selected a number of units in the basic texts for levels I and II:

French: A-L M One Second Edition
(Units 2, 6, 8, 9, 11, 12)

A-LM Two, Second Edition
(Units 16, 20, 22)

Spanish: Comencemos
(Chapters 1, 3, 5, 8, 9)

Sigamos
(Chapters 1, 3, 6, 7)

El Español: A Descubrirlo
(Chapters 1, 3, 5, 7, 10)

El Español: A Sentirlo
(Chapters 1, 5, 7, 8, 10, 18)

NOTE: Parts of this material should be used by Level III teachers.

II. Certain exercises in the units/chapters were chosen for re-orientation without changing the grammatical structure to be drilled. A few paragraphs were re-written with a career education focus.

(It is hoped that teachers may re-orient other drills or writing exercises which may lend themselves to this type of adaptation.)

III. Supplementary vocabulary for occupational names was provided. Most of these names are intended for recognition only. It is not the intent that level I and II pupils learn to pronounce all such titles, though some should be attempted.

IV. The main sources used for occupational names and descriptions in French and Spanish:

A. Que ferai-je plus tard?*
B. ¿Cuál será mi profesión?*
C. Petit Larousse and Pequeño Larousse are valuable aids in acertaining the feminine forms of some occupational titles. (Teachers should also be aware of examples of one term covering both sexes, such as le professeur, le docteur.)
D. Occupational Flashcards (Wible)**
E. The Scholastic French and Spanish student newspapers:
Bonjour, Ça Va, etc.
¿Qué Tal?, El Sol, etc.
F. Thematic unit on Shopping - French and Spanish Northeast Conference Reports, 1975.
G. English Sources:
Dictionary of Occupational Titles (DOT)
Occupational Outlook Handbook
(It is recommended that teachers become conversant with the above-mentioned publications. See Guidance Department of the school.)

*One copy of each will be sent to junior and senior high school foreign language departments.

**Sets purchased for junior high schools. Senior high schools see Foreign Language Materials List, 1975-76.

Recommendations:

1. Spanish teachers are urged to read the French section of this Supplement for additional ideas; likewise, French teachers are urged to peruse the Spanish section.

2. Some "simulated" experiences can be provided in the classroom through the use of a "real" telephone. Telephone kits may be borrowed from the C & P Telephone Company for classroom role-playing.

3. Develop a picture file showing individuals performing different occupational roles.

4. Exercises in this Supplement may be reproduced for students.

5. Utilize ideas given in first section of Guide on Career Education and Foreign Languages.

6. Telephone directories of foreign cities may be purchased from the telephone company. Yellow pages reflect world of work in the target culture. Some may be consulted in the public library.

Career Education emphasis in basic text materials

FRENCH

Harriet Billups - Glenridge Jr. High
Carol Kidd - Eisenhower Jr. High

A-LM French, Level I Unit 2

Refer to the Career Education Guide, page 21 and to cluster chart on page 18 for related careers.

Vocabulary:

Suggested in supplement: le cowboy, le documentariste, l'annonceur (le commentateur), le présenteur, le speaker, le dépanneur (repairman), un ouvrier, une ouvrière, la femme (se picture - p. 18), le cuisinier, la cuisinière, un/une domestique.

Review: (to capitalize on work sites mentioned in Unit One -- some of the words may be too difficult for beginning 7th and 8th grade classes, but they could be used in 9-I or older beginning classes)

Au zoo: le directeur du zoo, le conservateur du zoo, le zoologiste, l'erpétologiste, l'ornithologiste, l'ichtyologiste.

Au musée: le conservateur de musée, le gardien de musée, le guide, le restaurateur d'oeuvres d'art, un peintre, le sculpteur, un tapissier, le paléontologiste.

Au cinéma: une ouvreuse, un ouvreur, un acteur, une actrice, le metteur en scène, le cameraman, la script-girl, le directeur de photographie, le cinématographier, la maquilleuse, le maquilleur, le post-synochronisateur (in charge of dubbing), le scénariste, l'ingénieur de son, le bruiteur, le trucman (effects reality on stage, e.g., Red Sea opening before Moses).

A la piscine: le maître-nageur (le sauveteur), le nageur, la nageuse.

Au lycée: le professeur (de dessin, de langue vivante, etc.), le proviseur, le conseiller d'orientation, un étudiant.

Sample exercises

The following exercise may be substituted for No. 8. To be said once with the correct verb endings; a second time with place of work and appropriate person.

Vous travaillez.	Vous travaillez.
(au musée)	Vous travaillez au musée.
(avec le conservateur)	Vous travaillez avec le conservateur.
Nous _____.	
(au zoo)	
(avec l'ornithologiste)	

Je _____.
(au lycée)
(avec le professeur)

Michel _____.
(à la piscine)
(avec le sauveteur)

Anne _____.
(dans une usine)
(avec un ouvrier)

Additional exercise for No. 8-2. oral

• Free substitution

Vous travaillez au musée avec _____. avec le restaurateur.
avec le conservateur.
Nous travaillons au zoo avec _____. avec le guide.
avec le directeur du zoo.

• Person-Number Substitution written
This could be substituted for No. 8 1/2, p. 15.

2. Nous regardons le cowboy dans un western.
(Je, Jacques, Ils, Vous, Tu, Elle)

3. La femme prépare le dîner.
(Je, Jean, Tu, Philippe, Vous, Elles)

• Directed Address: oral
This exercise may be substituted for No. 14.

Ask the following question of the person indicated by each cue. Use either vous or tu depending upon which is appropriate.

1. Vous travaillez demain?
Demandez à Georges.
Demandez à un cowboy.
Demandez au proviseur.
Demandez à l'ouvrier.
Demandez à votre soeur.

2. Vous regardez souvent la télévision?
   Demandez à l'acteur. (à l'actrice)
   Demandez à Suzanne.
   Demandez à un ouvrier.
   Demandez au maître nageur. (à la nageuse)
   Demandez à Luc.

Aids

1. Collages of places - separate names and/or drawing of person to match with places indicated.
2. Career Education flashcards purchased for every junior high. (Classes can also make their own as projects.)
3. Dictionary and encyclopedias for more information.

Related Activities

1. Find out more about the scientific careers related to work at the zoo - erpétologiste, ornithologiste, etc. -- and at the museum by:
   a. asking a science teacher about the work of these persons.
   b. looking up more information in the encyclopedia.
   c. checking with a guidance counselor to find out qualifications for entering these areas, demand for these scientists, and what they earn.
2. Illustrate two or more of the professions mentioned in the vocabulary showing the person with his/her tools and in the appropriate work surroundings.
3. Collect pictures of these persons at work and label them indicating their chosen line of work.
4. Determine the dish that the French housewife might be preparing (p. 18). Share the recipe with the class and make a sample.
5. Visit a Washington museum or obtain a reproduction by a French artist. Be prepared to tell about the artist (the style of his painting, his background, was he a success?, etc.).
6. Interview a person in any of the jobs mentioned in the vocabulary. You may interview a French housewife or someone who enjoys cooking French dishes. Find out about the preparation, time spent, popularity of their dishes. Have interviews initialed.
7. Ask a foreign language teacher about his/her preparation for this work, qualifications, etc.

A-LM French, Level I Unit 6

Refer to the Career Education Guide, page 21 and to cluster chart on page 18 for related careers.

Vocabulary: (Check Petit Larousse for possible feminine forms of certain occupations.)

le cuisinier, la cusinière, le sommelier (in charge of buying, storing and serving wine), le serveur de restaurant (le garçon), le diéticien, la diéticienne, l'imprimeur (necessary for menu), l'épicier (see picture, p. 102), le crémier, le boulanger, le charcutier, le boucher, le poissonier, le professeur.

The places where these shopkeepers do business might also be introduced.

Review: le principal, le directeur, le professeur de dessin, le professeur technique adjoint (P. T. A.), le professeur d'éducation physique

Sample Exercises:

The following exercise may be substituted for Ex. 14, Op. 6. oral

1. Qu'est-ce que vous allez faire plus tard?
   être cuisinier, cuisinière
   Je vais être cuisinier.

2. Qu'est-ce que vous allez faire plus tard?
   être proviseur
   Je vais être proviseur.

3. Qu'est-ce que vous allez faire plus tard?
   être professeur
   Je vais être professeur.

4. Qu'est-ce que vous allez faire plus tard?
   être restaurateur
   Je vais être restaurateur.

5. Qu'est-ce que vous allez faire plus tard?
   être maître d'hôtel
   Je vais être maître d'hôtel.

Double Item Substitution — Aller — oral and/or written

Je vais chez le boulanger.
Nous _____.
_____ le pâtissier.
Tu _____.
_____ parler au cuisinier.
Il _____.
_____ au sommelier.
Le boucher _____.
_____ poissonière.
Les étudiants _____.

Watch change:
aller chez → aller parler à

The following exercise may be written to complement Ex. 26.

L'épicier a de la confiture?	Non, l'épicier n'a pas de confiture.
L'diéticien a un menu?	Non, le diéticien n'a pas de menu.
Le professeur a une classe?	Non, le professeur n'a pas de classe.
Le sommelier a du vin?	Non, le sommelier n'a pas de vin.
La cuisinière a du poisson?	Non, la cuisinière n'a pas de poisson.

The following exercise is for reinforcement of the present tense of aller as well as to reinforce career vocabulary. oral and/or written

Choose the appropriate person -- those who work at these places.

1. Je vais au zoo avec la vétérinaire.
2. Nous _____ à la piscine avec _____.
3. Vous _____ au musée avec _____.
4. Les autres _____ au lycée avec _____.
5. On _____ au restaurant avec _____.
6. Martine _____ à l'epicerie avec _____.

Free Response: oral and/or written

Use aller + infinitire:

1. Où est-ce que le professeur va travailler?
   Le professeur va travailler au lycée.
2. Où est-ce que la cuisinière va travailler?
3. Où est-ce que l'actrice va travailler?
4. Où est-ce que le proviseur va travailler?
5. Où est-ce que le restaurateur va travailler?

Changez au pluriel: Supplement to 6-9. oral

Un cowboy? A la télé. Oui, il y a souvent des cowboys à la télé.
Un cuisinier? Au restaurant. Oui, il y a souvent des cuisiniers au restaurant.
Un professeur? Au lycée.
Un diéticien? Au restaurant.
Un sommelier? Au restaurant.

The following lesson could be used to help in oral practice after introducing the subject pronouns.

Le cuisinier est là-bas.	Il est là-bas.
La femme de ménage est là-bas.	Elle est là-bas.
Les épiciers sont là-bas.	
Paul est là-bas.	
Le sommelier est là-bas.	
La femme du boulanger est là-bas.	
La cuisinière est là-bas.	
Les étudiantes sont là-bas.	

Aids:

Occupation flashcards
Labeled pictures indicating professions.
Transparencies (commercial or made by teacher or students).

Related Activities:

1. Visit a French restaurant. (Be prepared to tell of meal and workers that you encountered.)
2. Have a restaurant manager, maître d'hôtel or waiter visit the class.
3. Find out about some of the careers mentioned in the vocabulary. Learn the qualifications, salary, demand in today's society, future outlook.
4. Find a recipe for a French dish (Larousse Gastronomique, Time-Life Cooking of France). Be the cuisinier or cuisinière and prepare a sample.
5. Interview a home economics teacher to find out some information about the influence of French cooking in the United States.
6. Find out what the term "cordon-bleu" means.
7. Write a skit, "Au restaurant" or "Au lycée," involving as many people as you can who work in these two places -- to be presented to the class, possibly as a puppet show.
8. Look through old copies of the Parade which comes with the Washington Post Sunday Edition to find Don Dresden's evaluation of French restaurants in the Washington area. (Newspaper copies in local libraries.)
9. Have students do crosswords, word search games involving career vocabulary.
10. Career charades.
11. Illustrate people and places where they work.
12. Write to CIA (Culinary Institute of America) to learn about careers in food service.
13. If possible, exchange rooms with the foods teacher so that students can prepare a French meal.

DES MOTS CACHÉS

Y P Q S R S M T R A V A I L L E R
A C A C T S B C I C E G D W Q U E
P A L É O N T O L O G I S T E X U
R M P N O W X L E W J S T T H P M
O E H A U Q Z R A B E C A X Z Q I
F R A R V K R L B O S R A K U P R
E A L I R U N R Q Y U M D F U R P
S M Z S E Q R P E A É L É T S B M
S A P T U X Q T T N M M S T I A I
E N C E S S B S I A W A D L N V P
U A H E E E E C U I S I N I E R U
R S I N E R X Y M Z O O J X E F O
R G O T R V A Z P Q M U S É E G Z
A D T W Q E O O J F M O C P N O A
V B W Q A U F E M M E Y B I I A Q
P E I N T R E U T E L O F C C H G
B Q E A S W O T G U I D E I S G F
B A G W S A U V E T E U R E I V P
D I É T I C I E N Q R R S R P N A

LE VOCABULAIRE:

(Have students identify the word and appropriate article when necessary. Find the feminine form if it exists.)

restaurateur
professeur
diéticien
épicier
imprimeur
peintre
si
au
sauveteur
tu
sommelier
musée
zoo
piscine
cinéma
guide
paléontologiste
acteur
cuisinier
ouvreuse
femme
cowboy
travailler
usine
télé
lycée
cameraman
serveur
scénariste

A-LM French, Level I Unit 8

Refer to the Career Education Guide, page 21 and to cluster chart on page 18 for related careers.

Vocabulary:

le facteur, le postillon (forerunner of postman - career no longer exists), l'inspecteur (inspectrice), le guichetier (sells stamps, stamps parcels, etc.), le préposé au tri (sorts mail), le coursier, le porteur de journaux, le concierge, l'hôtelier, l'hôtelière, le/la réceptionnaire, le portier de l'hôtel, un/une aubergiste, le pompiste (see picture - p. 41, Que ferai-je plus tard?), le météorologiste.

Sample exercises: (could use pictures or posters)

- This exercise may be substituted for No. 5. P. 139 oral

Qui est-ce? La concierge? Oui, c'est la concierge.
Qui est-ce? Le pompiste?
Qui est-ce? Le facteur?
Qui est-ce? La cuisinière?
Qui est-ce? L'inspecteur?

- This exercise may be substituted for No. 6 1/2. P. 140 oral

1. Qui est l'homme qui apporte des lettres? C'est le facteur.
(le facteur)
Qui est la personne qui prépare le dîner?
(le cuisinier/la cuisinière)
Qui est la femme qui parle au facteur?
(la concierge)
Qui est la femme avec l'étudiant?
(le professeur)
Qui est l'homme (la femme) a côté du papa?
(le coursier/la coursière)

2. Qui sont les deux hommes là-bas? Ce sont les cuisiniers.
(les cuisiniers)
Qui sont les femmes qui préparent le dîner?
(les cuisinières)
Qui sont les hommes devant le musée?
(les guides)
etc.

• This exercise may be substituted for No. 19 P. 146 written

C'est un pompiste paresseux.
_____ une cuisinière _____.
_____ bavard.
C'est un facteur _____.
_____ sérieux.
_____ une concierge _____.
_____ intelligent.

• This exercise may be substituted for No. 23 P. 148
oral and/or written

J'attends le facteur.
Vous _____.
Tu _____.
Les autres _____.
On _____.
etc.

Aids:

1. Occupation flashcards
2. Transparencies
3. Pictures from magazines

Related Activities:

1. Act out a post office situation in French.
2. Find out more information about the French postal system.
3. Find out more about the "postillon". Why did this occupation vanish? Think about and be ready to discuss what this means to you as you choose a career.
4. Ask a guidance counselor for more information concerning the occupations mentioned in the vocabulary. Interview persons who have these jobs.
5. Be ready to participate in "What's My Line". (This game could be used with this unit or with any of the preceding units.)

Refer to the Career Education Guide, page 21 and to cluster chart on page 18 for related careers.

Vocabulary: (see Petit Larousse for possible feminine forms)
l'étudiant, le professeur, l'instituteur, la jardinière d'enfants, le proviseur, le conseiller principal d'éducation, le conseiller d'orientation, le journaliste, le correspondante de presse, le reporter photographe, le rédacteur en chef, l'écrivain.

Sample Exercises:

- Double Item Substitution: lire, écrire — oral or written

Les garçons écrivent au journaliste.
_____ aux étudiants.
Le professeur _____.
_____ lit _____.
Les institutrices _____.
_____ au conseiller.
Nous _____.
_____ au proviseur.
Je _____.

- Possessive Articles — oral or written

Indefinite article - - - - possessive article

1. Le professeur a un livre. — C'est mon livre
   Le journaliste a une guitare. — C'est ma guitare.
   Le correspondante de presse a des papiers.
   L'écrivain a une montre.
   Les étudiants ont des stylos.
   Le peintre a un disque.

2. Le proviseur a une lettre. — C'est sa lettre.
   Le redacteur-en-chef a un disque. — C'est son disque.
   Le reporteur photographe a des photos.
   L'écrivain a une amie.

- Double Item Substitution: dire — oral or written

Je dis «Bonjour» au professeur.
Tu _____.
_____ rédacteur-en-chef.
Nous _____.
_____ aux étudiants.
Vous _____.
_____ à l'écrivain.

Related Activities:

1. Let students set up classroom newspaper in French. Have those interested in various jobs on the paper apply for the positions and perform the tasks required.

2. Let students write to various newspapers and news associations to determine job opportunities and needs for persons who speak a foreign language.

3. Show students examples of French newspapers.

4. Look through classified section. What jobs are available in news and magazine orientations? Do any require the knowledge of a foreign language?

5. The dialogue setting is the school; examine the French system of education.

6. Let students examine job opportunities in education and the academic world for those who speak foreign languages.

7. Have students interview someone who works for a newspaper and report back to the class.

A-LM French, Level I Unit 11

Refer to the Career Education Guide, page 21 and to cluster chart on page 18 for related careers.

Vocabulary:

Presented in the unit: le plombier, l'éléctricien, la femme de ménage, le docteur, le coiffeur.

Suggested: l'acuponcteur, l'homéopathe, l'oculiste, le psychanalyste, l'infirmière, le pédiâtre, le dentiste, le chiropracteur, le pharmacien, la coiffeuse, la manucure, le posticheur, le téléphoniste, le télégraphiste.

Sample Exercises:

- Double Item Substitution: vouloir written or oral

Je veux téléphoner à l'électricien.	Je veux être plombier.
Nous _____.	Nous _____.
_____ au plombier.	_____ éléctricien.
Il _____.	Il _____.
_____ au coiffeur.	_____ professeur.
Marie _____.	Marie _____.
_____ pédiatre.	_____ coiffeuse.
Vous _____.	Vous _____.

- Person-Number Substitution: pouvoir written or oral

Le docteur peut arriver à 6 h.
Les plombiers _____.
Je _____.
La femme de ménage _____.
Nous _____.

- Patterned Response: Adjectives before nouns written or oral

Le docteur est jeune?	Oui, c'est un jeune docteur.
Le plombier est beau?	Oui, c'est un beau plombier.
La femme de ménage est jolie?	
La coiffeuse est vielle?	
Le pharmacien est grand?	
L'éléctricien est beau?	

- Object Pronouns — written

Sentence completion: Rewrite the response to each sentence filling in the blank with the correct object pronoun (lui, leur, la, le, les).

1. Tu pars avec le docteur?
   Non, je vais _____ attendre.
2. Il veut parler à l'oculiste?
   Oui, il veut _____ parler.
3. Vous téléphonez au plombier?
   Oui, je _____ téléphone.
4. Les infirmières parlent bien?
   Oui, écoute-_____.
5. Vous aimez le nouveau dentiste?
   Oui, je _____ trouve sympathique.
6. C'est une bonne téléphoniste?
   Non, je ne peux pas _____ comprendre.
7. Je vais téléphoner à la femme de ménage.
   Bon -- dis _____ d'arriver à 10 h.

Aids:

1. Occupation flashcards
2. Telephone
3. Related career information

Related Activities:

1. Have the students practice making calls to persons such as the electrician, the plumber, the hairdresser, the doctor.
2. For those who are interested, work on vocabulary related to the occupations mentioned.
3. Discuss job opportunities and the need for speakers of foreign languages in the medical profession.
4. Discuss the relationship of France's telephone and postal service.
5. Discuss differences in the use of the telephone by American and French teenagers.
6. Have the students interview their doctor. What are the job qualifications, required education, etc.?
7. Have interested students write letters to the telephone company to learn of job opportunities for those who speak a foreign language.

Refer to the Career Education Guide, page 21 and to cluster chart on page 18 for related careers.

Vocabulary: (Use Petit Larousse for possible feminine forms.)
le vendeur, la vendeuse, le propriétaire, faire les courses, faire des courses, le chef de rayon, le caissier (cashier)
Narrative: le proviseur, le chauffeur de taxi, le lecteur

Sample exercises:

- Patterned Response — oral or written

1. La vendeuse est déjà là? Oui, elle vient d'arriver.
   Les éléctriciens sont déjà là?
   Le caissier est déjà là?
   Le plombier est déjà là?
   Le propriétaire est déjà là?
   Papa et le plombier sont déjà là?
   L'éléctricienne est déjà là?

2. Quand est-ce que tu achètes un manteau?
   Quand je fais des courses.
   Quand est-ce que tu achètes du pain?
   Quand est-ce que Marie achète du lait?
   Quand est-ce que nous achètons des gants?
   Quand est-ce qu'ils achètent de la viande?

- Demonstrative Adjectives: Singular and Plural — oral or written
  Complement to Exercise No. 7, page 229

Il regarde ce vendeur. Il regarde ces vendeurs.
Il regarde cet éléctricien.
Il regarde cette femme de ménage.
Il regarde ce proprietaire.
Il regarde ce caissier.
Il regarde cette vendeuse.

- Paragraph Rewrite: Object Pronouns — written
  (See page 238)

C'est Marianne qui parle.

Le proprietaire du magasin des vêtements me téléphone. Il me demande si je veux travailler au magasin. Je lui dis «d'accord» Il me demande, «A quelle heure veux-tu travailler?» Je lui réponds que je peux commencer à 10 h. Puis il me raconte les devoirs et je lui dis au revoir et je lui promets d'arriver à l'heure.

- Paragraph Rewrite (see page 238) written

Je m'appelle M. Dupont. Je suis propriétaire du magasin des vêtements. J'ai besoin d'une vendeuse. Je téléphone à Marianne . . .

Aids:

1. Occupation flashcards
2. Magazine pictures

Related Activities:

1. Set up a simulated clothing shop. Let the students purchase articles of dress, asking the salesperson for help, making change with the cashier (en français).
2. Discuss some of the major department stores in Paris - Galleries Lafayette, Le Printemps.
3. Discuss job opportunities in sales that are open to one who speaks a foreign language.

Resource:

Thematic unit on shopping - Northeast Conference Reports, 1975, pages 56 - 64. One copy of these reports has been purchased for each school as a professional book.

Refer to the Career Education Guide, page 22, and to the charts on pages 3 and 18 for related careers.

BASIC MATERIAL: Part One

Vocabulary:

le coiffeur, la coiffeuse, la coiffure, le blanchisseur, la blanchisseuse, la blanchisserie, le horloger, l'horlogère

Related Vocabulary: (see page 79, 80: Que ferai-je plus tard?) l'esthéticienne, la manucure, le/la pedicure, le posticheur

Review Vocabulary: le garagiste, l'éléctricien, la femme de ménage, la vendeuse

Sample Exercise:

This exercise may be substituted for or done in addition to Exercise 4, page 69.

- Je vais demander au garagiste de répaper ma voiture.
  Je ne peux pas la réparer moi-même.
- Nous allons demander à l'éléctricien de réparer notre télévision.
  Nous ne pouvons pas la réparer nous-mêmes.
- Maman va demander à la femme de ménage de ranger la maison.
  Ella ne peut pas la ranger elle-même.
- Tu vas demander à la blanchisseuse de repasser le chemisier?
  Tu ne peux pas le repasser toi-même?
- Elles vont demander à la vendeuse de trouver les gants noirs.
  Elles ne peuvent pas les trouver elles-mêmes.
- Ils vont demander à l'horlager de réparer leur montre.
  Ils ne peuvent pas la réparer eux-mêmes.

BASIC MATERIAL: Part Two

Vocabulary:

le chef de la délégation, le/la délégué(e), le/la journaliste, le/la président(e), le (primier) ministre.

Related Vocabulary: le chef d'Etat, le diplomate, la diplomacie, l'ambassadeur (l'ambassadrice = la femme de l'ambassadeur), le consul, le speaker (annonceur, commentateur, présentateur, commentatrice, présentatrice), le journaliste reporter, le/la correspondant(e) de presse, le reporter photograph, le traducteur, la traductrice, l'interprète

Sample Exercises:

1. Exercise 19, 1. 2, page 80, may be combined to form a progressive substitution exercise after they have been done separately.

Le journaliste a refusé de partir.
La déléguée _____.
_____ a décidé _____.
_____ signer le traité.
Le président _____.
_____ a l'intention _____.
_____ donner une conférence.
Les diplomates _____.
_____ ont proposé _____.
_____ de discuter le compromis.

2. This exercise may be substituted for or done in addition to Exercise 21, page 81. (Note, however, the complication of the use of the object pronouns le, la, les before beginning.)

Les délégués vont signer le traité? Qu'est-ce qu'on leur a conseillé?
On leur a conseillé de le signer.
Le président va donner une conférence de presse? Qu'est-ce qu'on lui a conseillé?
On lui a conseillé de la donner.
Le premier ministre va répondre? Qu'est-ce qu'on lui a demandé?
On lui a demandé de répondre.
Le chef de la délégation va remettre la réunion? Qu'est-ce qu'on lui a proposé?
On lui a proposé de la remettre.
Les ambassadeurs vont chercher un compromis? Qu'est-ce qu'on leur a demandé?
On leur a demandé de le chercher.

3. This exercise may be substituted for Exercise 27, page 83.

Le chef de la délégation a refusé _____ _____.
La journaliste ne peut pas venir tout de suite; elle n'a pas encore fini _____.
Le président de la République a promis _____.
Les délégués ont réussi _____.
Les diplomates ont eu de la peine _____.
L'interprète a commencé _____.

4. Additional written drill for review or quiz of vocabulary.

   a. M. Smith est un des représentants des Etats-Unis; il est (délégué).
   b. M. Valéry Giscard d'Estaing est le chef d'Etat français; on l'appelle le (Président de la République).
   c. L'homme qui se charge d'une délégation est de (chef).
   d. M. Dubois représente la France à Washington (c'est le chef de la délégation); il est (ambassadeur).
   e. Mlle. Jones est journaliste à Paris; elle représente le Washington Post; elle est (correspondante de presse).
   f. Jacques Martin présente les informations à la radio; il est (speaker, annonceur, présentateur).
   g. Le document qui affirme un accord entre deux pays est un (traité).
   h. Mme. Brown va accompagner le Président au Mexique. Elle parle courrament l'espagnol et elle va traduire oralement pour le Président; elle est (interprète).

   NOTE: This drill may be expanded to include other careers; it may also be changed to the first person and played as a game. Each student receives a career on a card which he must describe to the class. The student or team guessing the career receives points toward a prize. A more sophisticated version of this would be "What's My Line".

Follow-up Activities:

1. Determine the requirements for careers in foreign service, journalism, radio and television.
   Possible sources: Georgetown School of Foreign Service, any university school of journalism and/or radio/TV, Foreign Service Institute, U.S. Department of State.

2. Discuss the advantages or liabilities of such careers: i.e., travel, hours, changing life styles.

3. Discuss the role of foreign language study in such careers.

Additional Exercises for A-LM French, Level II — Bruce Speight - Kent Jr. High

Vocabulary:

le coiffeur, le speaker/la speakerine (broadcaster), le délégué/la déléguée, le président/la présidente, le ministre, un journaliste/une journaliste, le musicien, la musicienne, un concierge/une concierge

Les Informations - page 75 — rewrite

M. Duval. Alain! Cette musique m'énerve! Mets donc les informations. C'est l'heure.

Il est midi et voici nos informations:

Les musiciens n'ont pas réussi à trouver un compromis. Les musiciens ont encore une fois refusé de signer le contrat. Ils ont proposé de remettre la prochaine réunion à la fin du mois. Au cours de la conférence de presse de cette après-midi, Monsieur Lado, le président _____ _____, a conseillé les musiciens de cesser de couper les cheveux en quatre et de prendre une décision.

_____

Double Item Substitution: page 80

1. Le speaker a refusé de partir.
   Il a choisi _____.
   _____ rentrer.
   Il a décidé _____.
   _____ travailler.
   Il a cessé _____.

2. La speakerine a l'intention de partir.
   Ils ont _____.
   _____ rentrer.
   Elle a envie _____.
   _____ travailler.
   Elle en a assez _____.
   _____ discuter.
   Elle a le droit _____.
   _____ téléphoner.
   Elle a fini _____.

Free Response: page 81

Est-ce que vous avez le temps d'écouter le speaker? Quand est-ce que vous l'écoutez d'habitude?

Est-ce que vous avez le temps d'aller chez le coiffeur pendant la semaine?

Est-ce que vos parents vous proposent quelquefois d'écrire au président?

A-LM French, Level II Unit 20

Refer to the Career Education Guide, page 22, and to the charts on pages 3 and 18 for related careers.

BASIC MATERIAL: Part One

Vocabulary:

le boulanger, la boulangère, la boulangerie, le boucher, la bouchère, la boucherie, le crémier, la crémière, la crémerie, le pâtissier, la pâtissière, la pâtisserie, le pharmacien, la pharmacienne, la pharmacie

Related Vocabulary: l'épicier, l épicière, l'épicerie, le charcutier, la charcutière, la charcuterie, le poissonnier, la poissonnière, la poissonnerie, le confiseur, la confiseuse, la confiserie, le marché, le supermarché, le marché en plein air

Sample Exercises

- Exercise 2, page 188-189 may be expanded:

6. Papa voudrait un filet de sole ce soir, allons chez _____.
7. Tu veux des croissants? Va à _____.
8. Maman veut des légumes frais. Je vais passer chez _____.
9. Je voudrais acheter du jambon et des saucisses. Tu m'accompagnes à _____.
10. Nous n'avons plus de sucre. Peux-tu passer à la petite _____ cet après-midi?

Many of these items occur in the Reading of this unit.

- Exercise 3, page 189, may also be expanded to include le charcutier, l'épicier, etc.

- Additional Exercise - Dialogue Rewrite

Change the basic dialogue to another vendor and another product. Make any other necessary changes in agreements (and money!)

Examples: Allons, Mesdames. Voyez, mes gigots, comme ils sont beaux.
Allons, Mesdames. Voyez, ma viande, comme elle est belle.
Allons, Mesdames. Voyez, mes saucisses, commes elles sont belles.

- This exercise may be substituted for or done in addition to Workbook Exercise 1, page 69.

Example: La concierge est vraiment bavarde. Le facteur aussi. Le facteur est aussi bavard que la concierge.

1. Le boucher est très gentil. Le charcutier aussi.
2. Le docteur est très sympathique. Le pharmacien aussi.
3. Le boulanger travaille bien. Le pâtissier aussi.

4. Le professeur de maths écrit mai. Le professeur de géographie aussi.
5. Les journalistes sont drôlement nerveux. Les délégués aussi.

Follow-up Activities:

1. Students may want to set up a marché with signs, prices, etc.

2. Discuss the difference in French and American shopping habits. Point out that Americans used to shop in specialty shops like the French. Lead-in for discussion on realistic career aspirations; i.e., careers available in some cultures but not in others; some careers become obsolete; some merely change location (local butcher → meat cutter in supermarket).

3. Use this unit to reinforce on-going work on the Metric System. (Expected of all teachers in the system)

BASIC MATERIAL: Part Two

Vocabulary:

le chef, le sous-chef, le cuisinier, la cuisinière, le commis de cuisine, le sommelier, le maître d'hôtel, le serveur (garçon)/ la serveuse de restaurant, l'auberge, l'aubergiste, le restaurateur

Related Vocabulary: le portier d'hôtel, le réceptionnaire

Sample Exercises:

This exercise may be substituted for or done in addition to Exercise 19, page 201.

Ce restaurant est cher.
Oui, c'est le restaurant le plus cher de la ville.
Cet hôtel est vieux.
Oui, c'est l'hôtel le plus vieux de la ville.
Ce magasin est grand.
Oui, c'est le magasin le plus grand de la ville.
Cette auberge est petite.
Oui, c'est l'auberge la plus petite de la ville.
Cette pâtisserie est populaire.
Oui, c'est la pâtisserie la plus populaire de la ville.
Cette boutique est jolie.
Oui, c'est la boutique la plus jolie de la ville.

This exercise may be substituted for Exercise 23, page 202.

Est-ce que le boucher a du bon boeuf?
Il a le meilleur boeuf de Paris.
Est-ce que le poissonnier a de la bonne sole?
Il a la meilleure sole de Paris.
Est-ce que le charcutier a du bon porc?
Il a le meilleur porc de Paris.
Est-ce que la marchande de primeurs a de bonnes fraises?
Ella a les meilleures fraises de Paris.
Est-ce que le crémier a du bon beurre?
Il a le meilleur beurre de Paris.
Est-ce que l'épicière a de la bonne confiture?
Ella a la meilleure confiture de Paris.

Additional Exercises:

Listening 1-A: In the following exercise, you will hear M. Dupont speaking to someone in a hotel, a restaurant or an inn. You are to determine from the conversation to whom he is speaking.

Example: You hear: Avez-vous une chambre donnant sur la mer?
M. Dupont parle
a) au restaurateur b)à l'hôtelier

You choose A because M. Dupont asked for a room overlooking the sea. We will begin now.

1. Nous préférons une table près de la fenêtre. En avez-vous
M. Dupont parle
a) au sommelier b)au maître d'hôtel

2. Nous avons commandé des petits pois. Vous les avez oubliés?
M. Dupont parle
a) au cuisinier b) à la serveuse

3. Pouvez-vous recommander un bon rouge?
M. Dupont parle
a) au sommelier b) au commis de cuisine

4. Ce dîner n'est pas bien préparé. Je veux protester.
   M. Dupont parle
   a) au restaurateur b) au commis de cuisine

5. Je voudrais une chambre avec bain privé. Mais avant ça, je veux manger. Le restaurant est ouvert?
   M. Dupont parle
   a) à l'aubergiste b. au restaurateur

Listening Exercise 2-A: In this exercise you will hear someone speaking who works in a restaurant, hotel or auberge.

Example: You hear: Oui, M. On prépare une très belle table. Voulez-vous attendre cinq minutes?

A. C'est le restaurateur qui parle.
B. C'est le maître d'hôtel qui parle.

You choose B because it's the "maître d'hôtel" who seats clients in a restaurant. We will begin now.

1. Ah, ah, Pierre! Occupe-toi* de tes légumes. Ne touche* pas ma soupe!

   A. C'est un commis de cuisine qui parle.
   B. C'est un serveur qui parle.

2. Un aperitif? Bien sûr, M. Tout de suite.

   A. C'est le cuisinier qui parle.
   B. C'est le sommelier qui parle.

3. Je regrette, M. Il est tard et nous n'avons plus de jambon. Aimez-vous le ragoût? C'est ma spécialite.

   A. C'est le cuisinier qui parle.
   B. C'est l'aubergiste qui parle.

*New vocabulary - preview in advance.

4. Pierre! Ça fait quinze minutes que ces gens attendent. Serves-les!

   A. C'est le maître d'hôtel qui parle.
   B. C'est l'hôtelier qui parle.

5. Oui, Mme. Nous avons de très belles chambres qui donnent sur le parc. Et notre restaurant est excellent aussi.

   A. C'est le restaurateur qui parle.
   B. C'est l'hôtelier qui parle.

Reread each problem with the correct answer.

BASIC MATERIAL: Part Three

Sample Exercise: Exercise 29, page 208, may be expanded.

Le boucher n'est pas là?	La bouchère non plus?
Le cuisinier n'est pas là?	La cuisinière non plus?
Le poissonnier n'est pas là?	La poissonnière non plus?
L'hôtelier n'est pas là?	L'hôtelière non plus?

NOTE: See Workbook page 72, exercise 7 for additional review of feminine forms.

Follow-up Activities for Unit 20:

1. Name a restaurant and prepare a menu for it in French.

2. Search for recipes for French dishes. Share them with your classmates. Prepare a cookbook of French recipes possibly for sale in school and community.

3. Set up a real restaurant with the cooperation of the administration and Home Economics Department. Allot various roles (cooks, waiters, etc.) to members of the class. Determine costs, set prices, etc. Open your restaurant to other language students during a lunch hour.

4. Determine the requirements, availability, and working conditions for various careers in restaurants and hotels.

A-LM French, Level II Unit 22 (Also for Level III)

Refer to Career Education Guide, page 22, and to the charts on pages 3 and 18 for related careers.

BASIC MATERIAL: Part One

Vocabulary:

l'archéologue, l'archéologie, l'instituteur, institutrice, l'éducation, l'avocat, la femme avocate, le droit, le médecin, la femme médecin, la doctoresse, la médecin (le médicin généraliste ou spécialiste), le dentiste, le peintre (de bâtiment), le peintre artiste, la peinture, l'art, l'artiste, l'écrivain, la littérature, l'écologie, l'écologiste, l'auteur

Related Vocabulary: le chirurgien, la chirurgie, le pédiatre, l'infirmier, l'infirmière,

Sample Exercises:

- Exercise 2, part II, page 249, may be expanded: (continuing from text)

6. Il trouve l'éducation intéressante?
   Il s'intéresse à l'éducation?
7. Suzanne trouve l'archéologie intéressante?
   Suzanne s'intéresse à l'archéologie?
8. Tu trouves la science intéressante?
   Tu t'intéresses à la science?
9. Les filles trouvent les maths intéressants?
   Les filles s'intéressent aux maths?
10. Vous trouvez l'écologie intéressante?
    Vous vous intéressez à l'écologie?

NOTE: This same exercise may be easily developed into a question/answer exercise in which the student can express his/her own interests. Later, when the future has been drilled, the students may give answers to the questions.

Examples:
3. Oui, je ferai certainement mon droit.
4. Oui, je ferai probablement ma médecine.
6. Oui, il sera peut-être instituteur.
9. Oui, elles seront peut-être statisticiennes.

- These cues may be substituted in Exercise 3, page 250.

Tu dois de l'argent au boucher?
Marie doit de l'argent à la pharmacienne?
Georges doit de l'argent au dentiste?
Vous devez de l'argent au médecin?
Les filles doivent de l'argent à l'avocat?

- These cues may be substituted in Exercise 5.2, page 250. This exercise may also be written.

Le docteur n'est pas venu.
Le plombier n'est pas venu.
La concierge n'est pas venue.
Les déléguées ne sont pas venues
L'électricien n'est pas venu.
L'avocat n'est pas venue.

Another rejoinder could be - Il devait être occupé - which would review the infinitive être as well as adjective agreements.

BASIC MATERIAL: Part Two

Vocabulary:

l'horticulteur, l'horticulture, l'ouvrier (spécialisé), l'ouvrière, l'homme d'affaires, l'ingénieur, l'hôtesse de l'air, le steward, le pilote de la ligne

Sample Exercises:

- Exercise 18.2, page 258, may be expanded and done with occupational flashcards.

- Additional exercise: Expansion drill. Caution on pronunciation and agreement of "bon". This exercise may also be written.

Example: Il est ingénieur.	C'est un bon ingénieur.
Elle est doctoresse	C'est une bonne doctoresse.
Il est infirmier.	C'est un bon infirmier.
Ils sont avocats.	Ce sont de bons avocats.
Il est guide.	C'est un bon guide.
Elles sont secrétaires.	Ce sont de bonnes secrétaires.
Elles sont hôtelières.	Ce sont de bonnes hôtelières.

NOTE: See Workbook, page 88, exercise 5 for follow-up. (Many of these could be changed to feminine terms.)

- Reading, page 265. Use as basis for discussion of careers in target culture and comparison with U.S. trends. Have students make their own vocabulary lists of terms from the text.

- Exercise 38 can be personalized in this way.
  Guided Composition: Change exercise 38 to "je," projecting what you think you might be in the future. Use paragraph form You may begin with, "Quand j'aurai _____ ans, je serai . . ."

Follow-up Activities:

1. Have one or two students interview a man or woman in a career traditionally assigned to the opposite sex and report to the class.

2. Students can create a self-awareness bulletin board. Every student should be represented by a photo or drawing. They should make statements about their present interests and probable futures and label their pictures.

   Some possibilities:

   Je suis _____.
   Je m'intéresse à _____.
   J'aime _____.
   Ma classe favorite est _____.
   Je serai peut-être _____.
   Je irai à l'université.
   Je me marierai à l'âge de _____.

3. Find out more about the French educational system. Have the students make comparison charts for a bulletin board. Some of the careers mentioned in the unit or of interest to the students can be placed on the chart to show the educational requirements.

4. Find out about careers in French Canada.

Career Related Activities: (may be applied to any unit)

Bruce Speight, Kent Jr. High School

1. Use a photograph as a starting point for a talk about certain careers in the foreign country. This kind of talk should be given in the foreign language, but if it involves using vocabulary that is outside the pupils' experience, it is better to resort temporarily to their own language.

2. Make statements about the picture, some of which are true and some untrue, and ask the class to say which are which.

3. Ask the class to imagine that they are one of the persons in the picture and get them to describe the scene around them or to tell what they are doing.

4. Ask the students to answer the questions for oral and written composition They may start with Qui est cet homme? Quel métier fait-il? Est-ce qu'il porte un uniforme? etc. Ask for further information concerning la situation, la carrière, et les spécialités.

5. Have a class project on "everyday careers (jobs)," choosing groups to select a topic that will be of interest to the class: training, outlook, additional source material.

6. Do a cartoon strip on occupations.

7. Use references in Que ferai-je plus tard? to write and find out information about occupations.

Dorothy Coughlin
Buck Lodge Junior High School

Enquête sur les attitudes

	Indiquez d'accord	pas d'accord
1. Les femmes devraient rester à la maison (au foyer) et ne pas travailler dehors.	_____	_____
2. Il n'y a pas de métiers en construction pour les femmes.	_____	_____
3. Un mari devrait aider sa femme avec le ménage.	_____	_____
4. Les filles n'ont pas besoin d'une éducation avancée parce qu'elles vont se marier, cuisiner et soigner les enfants.	_____	_____
5. Les femmes sont trop émotionnelles pour les professions ou les affaires.	_____	_____
6. Un jour, les Etats-Unis auront une femme présidente.		
7. Les garçons font mieux en maths et science que les filles.	_____	_____
8. Une femme ne peut pas faire de longues études et aussi soigner sa famille.		
9. Si les métiers traditionellement masculins sont ouverts aux femmes, les métiers traditionellement féminins devraient être ouverts aux hommes.	_____	_____
10. Les femmes modernes sont trop agressives.	_____	_____

Réponses libérales: D'accord - 3, 6, 9.
Pas d'accord - 1, 2, 4, 5, 7, 8, 10.

Score: 8 - 10: Vous êtes «libéré»
5 - 7: Vous êtes plutôt traditionnel

38

Career Education emphasis in basic text materials

SPANISH

Beth Couch - Shugart Jr. High

Comencemos: Lesson One

Refer to the Career Education Guide, page 27 and to cluster chart on page 18 for related careers.

Aids: Pictures in text, supplemental pictures, flashcards, transparencies.

Vocabulary: ramilletera, floricultora, florista, vendedor (a), artista, profesor, estudiante, director, secretaria, bibliotecaria, enfermera custodio (a), cocinero (a), camionero (a), consejero (a), bailador (a).

Sample exercises which may supplement structure drills in text:

- Oral: repitan (using text picture or other) In response to questions about occupations, not in response to who is. . .

  Es ramilletera.
  La ramilletera es una muchacha.
  La ramilletera es mexicana.
  La ramilletera es bonita.

- Contesten:

  ¿Quién es?
  ¿Es la ramilletera?
  ¿Es la ramilletera una muchacha?
  ¿Es mexicana la ramilletera?
  ¿Cómo es la ramilletera?
  ¿Qué es la muchacha?

- Oral: repitan:

  El es bailador.
  Ella es bailadora.

- Contesten:

  ¿Es él bailador?
  ¿Quién es él?
  ¿Es ella bailadora?
  ¿Quién es ella?

Diálogo:

Juan:	Hola, Tomás.
Tomás:	Hola, Juan.
Juan:	¿Quién es la ramilletera?
Tomás:	Es María.
Juan:	Es bonita, ¿eh?
Tomás:	Sí, es muy bonita.

(Any occupational vocabulary could be substituted in the dialogue. Each student could write his/her own.)

Related Activity:

Students could observe office workers or cafeteria workers in learning vocabulary - la secretaria, la carta (introduced in a later lesson). This would reinforce mastery of vocabulary as well as increase awareness of occupations in school setting.

Comencemos: Lesson Three

Refer to the Career Education Guide, page 27 and to cluster chart on page 18 for related careers.

Vocabulary: la escuela (refer to vocabulary lesson 1); la tienda - la dependienta, cajero, empleado, modista, sastre, modelo, vendedor(a), ropero(a), jefe de sección, cosedor, zapatero, sombrerero, estilista de modas, comerciante; la casa - ama de la casa; el supermercado - pastelero, carnicero, panadero, dueño, lechero, heladero; el hotel - hotelero, posadero, recepcionista, criada, guía de turismo, gerente de restaurante, camarera, mesero, portero, mozo, conserje

Aids: Pictures, flashcards, dialogue posters, etc.

Sample exercises which may supplement structure drills in text:

- Oral: contesten:

  1. ¿Vas a la escuela? ¿Quién está en la escuela?
  2. ¿Vas a la tienda? ¿Quién está en la tienda?
  3. ¿Vas al supermercado? ¿Quién está en el supermercado?

- Written/oral: Complete the following with correct form of ir or estar.

  1. La bibliotecaria _____ en la biblioteca.
  2. El carnicero _____ al mercado.
  3. La recepcionista _____ en el hotel.
  4. El director _____ en la oficina de la escuela.

- Oral: contesten:

  1. ¿Dónde trabaja la secretaria?
  2. ¿Dónde trabaja la dependienta?
  3. ¿Dónde trabaja su padre?
  4. ¿Dónde trabaja el ama de casa?
  5. ¿Dónde trabaja el panadero?

Comencemos: Lesson Five

Refer to the Career Education Guide, page 27 and to cluster chart on page 18 for related careers.

Vocabulary: medicina, médico de cabecera, médico especialista, cirujano, enfermera, anestesista, pediatra, dentista, óptico, ayudante dentista, secretaria médica, bibliotecaria médica, doctor, operador radiólogo, neuropsiquiatra, quiropráctico, farmacéutico, dependiente de farmacia, borantina, ocupuntor, psicólogo, recepcionista, ambulanciero, conductor de ambulancia.

Aids: Pictures of hospital workers.

Sample exercises which may supplement structure drills in text:

- Oral: repitan:

  El dentista tiene que examinar los dientes.
  El cirujano tiene que operar.
  La enfermera tiene que ayudar a los pacientes.
  El conductor tiene que manejar la ambulancia.

- Oral: contesten:

  ¿Quién tiene que examinar los dientes?
  ¿Quién tiene que operar?
  ¿Quién tiene que ayudar a los pacientes?
  ¿Quién tiene que manejar la ambulancia?

- Oral/written: sustituyan:

  Yo tengo que trabajar.
  La enfermera _____.
  Los médicos _____.
  Tú _____.
  El óptico _____.
  Nosotros _____.

Students could write dialogues of hospital or clinic situations.

Comencemos: Lesson Eight

Refer to the Career Education Guide, page 27 and to cluster chart on page 18 for related careers.

Vocabulary: azafata, jefe de aeropuerto, piloto de línea, comandante, radionavegante, mecánico de vuelo, anunciador, ingeniero de ferrocarriles, maquinista, camionero, boletero, aduanero, aduana, meteorólogo, taxista, chofer

Sample exercises which may supplement structure drills in text:

- Written: change from singular to plural:

  1. La azafata lee la revista.
  2. El boletero recibe el billete.
  3. El camionero ve la carretera.
  4. El piloto sube al avión.
  5. El taxista come mucho.

- Oral or written: complete each sentence with an appropriate occupation:

  1. La _____ ayuda a los pasajeros. (azafata)
  2. El _____ maneja el avión. (piloto)
  3. El _____ recoge los billetes. (boletero, empleado)
  4. El _____ maneja un taxi. (taxista)
  5. El _____ maneja un autobús. (chofer)

- Written: write a question for each statement according to the model:

  Model: La ciudad es bonita.
  ¿Cómo es la ciudad?

  1. La maquinista trabaja en el tren.
  2. La azafata es bonita.
  3. El anunciador habla bien.
  4. El mecánico del vuelo está en el avión todo el tiempo.

Comencemos: Lesson Nine

Refer to the Career Education Guide, page 27 and to cluster chart on page 18 for related careers.

Vocabulary: deportes - atleta, jugador, entrenador, futbolista, ciclista, boxeador, tenista, torero(a), jockey, bañero, profesor de educación física

Sample exercises which may supplement structure drills in text:

- Oral: contesten:

  1. ¿Puedes ser futbolista?
  2. ¿Puedes ser torero?
  3. ¿Puedes ser bañero?
  4. ¿Puedes ser profesor de educación física?

- Written: complete with the correct form of the verb querer:

  1. Yo _____ ser jugador de básquetbol como Wilt Chamberlain.
  2. Tú _____ ser entrenador como George Allen.
  3. Nosotros _____ ser tenistas como Pancho Gonzales.
  4. El _____ ser torero como el Cordobés.
  5. Ellos _____ ser jugadores de golf como Lee Trevino.

- Oral: repitan:

  1. La playa tiene buen bañero.
  2. El equipo tiene buen entrenador.
  3. La escuela tiene buena profesora de educación física.

- Oral: contesten:

  1. ¿Tiene bañero la playa?
  2. ¿Tiene entrenador el equipo?
  3. ¿Tiene profesor de educación física la escuela?

Sigamos: Chapter One

Refer to the Career Education Guide, pages 28 and 51 and to the cluster chart on page 18 for related careers.

Occupational Clusters:

Hospitality and Recreation
Transportation
Fine Arts and Humanities

Vocabulary: instrumentista, compositor, contante, arquitecto, vaquero, pescador, cazador, dibujar, conocimientos

Suggested Aids:

1. Bulletin board emphasizing Argentina's cattle, fishing, and hunting industries.

2. Vinyl lift* transparencies illustrating some occupations.
3. Flash cards

Exercises: (substitute for page 7, Ex. A & B) oral/written

Soy escritor. ¿Qué escribo? ¡Escribe el libro!
Soy instrumentista. ¿Qué toco? (música)
Soy compositor. ¿Qué escribo? (música)
Soy cantante. ¿Qué canto? (canción)
Soy arquitecto. ¿Qué dibujo? (edificio)
Soy pescador. ¿Dónde trabajo? (en el mar)
Soy vaquero. ¿Dónde trabajo? (en las pampas)

Other Suggestions For Activities

If the students are interested, this lesson could be used to explore Spanish arquitecture and the professions related to it. The following list of words and definitions could be used as a quiz, a game, or as a basis for a crossword puzzle.

_____1.	delineante	a. persona que tiene responsibilidad para el trabajo de un grupo.
_____2.	ingeniero	
_____3.	obrero	b. aplica sus conocimientos a la industria y la fabricación
_____4.	técnico	

* See footnote page 37

_____5.	obrero especializado	c. hace trabajo básico
_____6.	peón industrial	d. copia los planes
_____7.	capataz	e. especializa en teorías
_____8.	soldador	f. trabaja muy bien de una manera
		g. en general trabaja
		h. une el metal por medio del calor

*Vinyl lift is a transparency made from any picture taken from a "glossy" magazine such as National Geographic. (Be sure you will not need the picture in the book in the future since the vinyl lift process destroys the original.)

Sigamos: Chapter Three

Refer to the Career Education Guide, pages 28, 39, 40, 53-62 and to the cluster chart on page 18 for related careers.

Occupational Clusters:

Business and Office
Transportation
Correspondent
Travel Guide
Marketing and Distribution

Vocabulary: agente técnico de turismo, azafata, jefe, director, secretaria, agente de casas, portero, cartero(a), empleado(a), aduana, propina, piloto, embajador.

Suggested Aids:

1. Travel posters in the classroom.
2. Sample letters on a bulletin board.
3. Newspaper job ads for foreign positions
4. Filmstrips from Comencemos, Lessons 8 and 10.

Exercises:

- Use the following sentences in the drills, pages 41-44.

1. La secretaria recibió la carta.
2. La azafata abrió la puerta.
3. Los agentes vendieron las casas.
4. El portero recibió una propina.
5. Recibimos una carta del cartero.
6. El piloto subió en el avión.
7. El embajador escribió la carta.

- Substitute this exercise for exercise on page 50.

1. Repitan: Carlos le habló a la azafata.
   María le habló al agente de casas.

2. Sustituyan: María le habló al piloto.
   _____ agente.
   _____ cartero. (a la cartera)
   _____ portero.
   _____ jefe.

Carlos le excribió al agente de casas.
_____ agente de turismo.
_____ embajador.
_____ consul.
_____ director. (a)

3. Contesten:

¿Le habla Ud. al agente? (Sí yo le hablo.)
¿Le explica Ud. la situación al jefe?
¿Le vendió Ud. la casa al agente de casas?
¿Le dice Ud. el número del cuarto a la portera?
¿Le da Ud. la carta al cartero?
¿Le habló Ud. al embajador?

Other Activities:

Have students plan and submit a detailed trip itinerary to a place in Spain or Latin America, naming in Spanish each person they would have to deal with. Some students may actually wish to speak to some of these persons, and make note of the percentage of those who speak Spanish.

Sigamos: Chapter Five

Refer to the Career Education Guide, page 28 and to the cluster chart on page 18 for related careers.

Occupational Clusters:

Fine Arts and Humanities Communications
Natural Resources

Vocabulary: soldado, explorador, cartógrafo, poeta (poetisa), escritor(a), historiador(a), etnólogo, impresor, imprimir.

Suggested Aids:

1. Show the class the book La Araucana.

2. Invite the shop teacher to explain some of the printing and graphics methods of the era (then vs. now).

3. Slides and/or film to show students the geography and products of the area.

Exercises: (In addition to the chapter exercises)

1. Repitan: El explorador hizo el viaje.
   La historiadora supo la fecha.
   Los excritores supieron el título.
   El impresor hizo el libro.

   Contesten: ¿Quién hizo el mapa?
   ¿Qué hizo el cartógrafo?
   ¿Quién supo el orígen de los indios?
   ¿Qué supo el etnólogo?
   ¿Adónde fue Ercilla?
   ¿Adónde fue el explorador?
   ¿Quién escribió el poema?
   ¿Qué hizo el impresor?

2. Modelo: ¿Te escribió la carta el soldado?
   Sí, el soldado me la escribió. (Sí, me la escribió)

   Contesten: ¿Te hizo un mapa el cartógrafo?
   ¿Te imprimió muchos libros el impresor?
   ¿Me dijo la verdad la historiadora?
   ¿Me escribió un verso la poetisa?
   ¿Les explicó la raza el etnólogo?

Other Suggested Activities:

1. Students write a skit on a travel agent (modern), planning Ercilla's trip on modern terms.

2. Some better students may want to "tackle" a few of the verses from the real poem.

3. Shop and Home Economics students may try to reproduce authentic clothing and model weapons of the era.

Sigamos: Chapter Six

Refer to the Career Education Guide, pages 28 and 36 and to the cluster chart on page 18 for related careers.

Vocabulary: estudiante, cartero(a), cientista, mecanografía, química, camarero(a)

Suggested Aids:

1. Numerous labeled pictures of people in daily routine. (Magazine pictures are ideal for this.)

2. Make a puzzle or transparency relating various subjects in school to professions. e.g., mecanografía - secretaria (or secretario), ciencia - cientista (use pictures of both a man and a woman).

3. Occupational Flash Cards

Exercise: (Additional for page 110)

Modelo: La secretaria quiere escribir la carta.
Quiere escribirla.

La profesora quiere tirar el libro.
Los alumnos tienen que sufrir el examen.
El cartero puede llevar las cartas.
La camarera quiere recibir la propina.
La clase tiene que escuchar al profesor.
La cientista tiene que estudiar la química.
La secretaria tiene que estudiar/practicar la mecanografía.

(In the fifth sentence, the teacher should be ready to explain the al in terms of the Spanish personal a.)

Additional Activities:

Students should be able to name one possible profession (at least) for every class he/she attends.

Sigamos: Chapter Seven

Refer to the Career Education Guide pages 28, 29, 37 and 41 and the cluster chart on page 18 for related careers.

Occupational Clusters:

Journalism
Government
Commerce
Communications and Media
Fine Arts and Humanities

Vocabulary: librero(a), impresor, fiscal/abogado, maestro, juez, guerrero, jardinero(a), editor, historiador(a), corresponsal de prensa, guardián de prisiones.

Suggested Aids:

1. Latin American newspapers
2. Latin American magazines, literary, if possible
3. Film and displays on the Cuban Revolution. Give insight into the jobs, culture, and economy.
4. Look for Martí's political essays. They are also available in English.

Exercises:

To be substituted for Exercise D, page 124.

Example: El librero vende el libro a él.
Se lo vende.

1. El librero vende los textos a ellos.
2. El jardinero vende las flores a ella.
3. La maestra explica la lección a ellas.
4. El juez explica la ley a ellos.
5. El abogado explica la ley al prisionero.
6. El corresponsal presenta las noticias a la pública.
7. El guardián no da las llaves a los prisioneros.
8. El guardián no da la libertad a los prisioneros.

Español: A Descubrirlo: Lesson Three

Refer to the Career Education Guide, page 30 and to cluster chart on page 18 for related careers.

Vocabulary: dependiente, vendedor(a), empleado(a), artista, carnicero(a), panadero, lechero, ramilletera, pastelero, heladero, zapatero, sombrerero.

Sample exercises which may be substituted for or used in addition to textbook exercises.

- Oral: Answer according to the model:

  Model: La vendedora está en el mercado. ¿Y tú?
  Yo estoy en el mercado también.

  1. El dependiente está en la tienda. ¿Y tú?
  2. El carnicero da la carne al cliente. ¿Y tú?
  3. La artista está en la calle. ¿Y tú?
  4. El panadero va al puesto. ¿Y tú?
  5. La empleada va al supermercado. ¿Y tú?

- Written: Form sentences from the following:

  1. ramilletera/ vender/ flores.
  2. carniceros/ vender/ carne.
  3. panadero y yo/ vender/ pan.
  4. lechero/ vender/ queso.

Español: A Descubrirlo: Lessor Five

Refer to the Career Education Guide, page 30 and to cluster chart on page 18 for related careers.

Vocabulary: fotógrafo, médico, zapatero, dependiente, estilista de modas, vendedor, empleado, músico, geólogo, botánico, botanista, joyero, platero, jardinero, hospedero, hostalero, campesino

Sample exercises which may be substituted for or used in addition to textbook exercises.

- Written/oral: Complete each sentence with the correct form of the verb tener.

  1. El fotógrafo _____ la cámara.
  2. Los médicos _____ las pastillas.
  3. Yo _____ mucho tiempo.
  4. El empleado _____ mucho dinero.
  5. Los músicos _____ una guitarra.
  6. El jardinero y yo _____ muchas flores.
  7. Los campesinos _____ mucha tierra.

- Written: Complete each sentence with the correct form of the verb ser or estar.

  1. El dependiente de la tienda _____ de los Estados Unidos.
  2. El fotógrafo _____ en la capital.
  3. La estilista de modas _____ en la tienda.
  4. El músico _____ muy bueno.
  5. El joyero _____ cansado.

- Oral: repitan:

  El vendedor es cubano.
  La vendedora es mexicana.
  El campesino es italiano.

  contesten:

  ¿Es cubano el vendedor?
  ¿Es mexicano la vendedora?
  ¿Es italiano el campesino?

repitan:

El fotógrafo está enfermo.
La dependienta está contenta.

contesten:

¿Está enfermo el fotógrafo?
¿Está contenta la dependienta?

Español: A Descubrirlo: Lesson Seven

Refer to the Career Education Guide, page 30 and to cluster chart on page 18 for related careers.

Vocabulary: (see travel vocabulary Lesson Eight - Comencemos) (de la lectura) campesino, arquitecto, científico, agricultor, ganadero, geólogo, hortelano, paisajista, tractorista, pastor, criador, entrenador de caballos; industria - ingeniero, técnico, capataz, obrero especializado, tejedor; aeropuerto - camerera de abordo, moza, azafata, anunciador(a).

Related Activities:

Charades
Bingo (sample follows)
Password with occupations
What's My Line?
Complete job application in Spanish
Plan a trip to a foreign country (given $500-$700 to spend)
tell transportation cost, time, etc.
passport needed?
accommodations
sights of interest
monetary unit - how to exchange
transportation within country or city (train, bus, etc.)
How many different occupations did you deal with in planning a trip and gathering information?

Transparency: Creative Visuals - "Types of Employment"
Division of Gamco Industries, Inc.
Big Spring, Texas
(Check with school media center and guidance department)

Sample Exercise: Occupations

Write the word which best completes the definition.

1. El _____ enseña.
   a. sastre b. profesor c. presidente d. carnicero(a)

2. El _____ maneja el automóvil.
   a. piloto b. abogado c. campesino d. chofer

3. El (la) _____ vende carne.
   a. ejército b. abogado c. campesino d. carnicero(a)

4. El _____ trabaja en un laboratorio.
   a. comerciante b. nieto c. científico d. chofer

5. El _____ hace trajes.
   a. panadero b. soldado c. abogado d. sastre

6. La _____ vende pan.
   a. carnicero(a) b. abogado c. panadera d. piloto

7. El _____ cultiva tierra.
   a. soldado b. campesino c. sastre d. ejército

8. La _____ cuida a los enfermos.
   a. profesora b. secretaria c. maestra d. enfermera

9. El _____ maneja un avión.
   a. comerciante b. abogado c. panadero d. piloto

10. El _____ trabaja con cosas legales.
    a. campesino b. científico c. médico d. abogado

11. El _____ vende.
    a. médico b. soldado c. comerciante d. científico

12. El _____ está en el ejército.
    a. abogado b. doctor c. enfermera d. soldado

13. El _____ es el jefe de la nación.
    a. soldado g. presidente c. comerciante d. médico

14. El _____ cura a los enfermos.
    a. médico b. sobrino c. tío d. carnicero(a)

EL TRABAJO

Sample card - have students make individual cards.

La criada	El piloto	El ama de casa	El dueño	La guía
El cirujano	La enfermera	La carnicera	El pintor	El soldado
El abogado	El cartero	ESPACIO LIBRE	El arquitecto	El obrero
El sastre	El atleta	El panadero	La bibliotecaria	El cocinero
La dependienta	La profesora	La secretaria	El mecánico	El contador

List at least 25 occupations for students. Let them make their "bingo" sheets. Teacher (or student) may call out name, show picture, or give definition in Spanish. Students work for "bingo". Winner may become caller.

N. B. Be sure to include males and females in the occupations.

James Shelton
Mary Bethune Junior High School

El Español: A Descubrirlo - Lesson Eighteen

Refer to the Career Education Guide, pages 16, 32, 37, 39-41, 45, 79-84 and to the cluster chart on page 18 for related careers.

Occupational Clusters:

personal services	transportation
construction	business and office occupations

Vocabulary: All text vocabulary plus - colegio, saber, desafortunada, ventaja, carrera, exije, incluso

Suggested Aids:

1. Practical Spanish for School Personnel, Firemen, Policemen, and Community Agencies, by Bomse, et al. Published by Pergamon Press, Elmsford, N. Y., 10523.

2. Draw on community resources. Have a bank teller, policeman, or other such professional address the class as to the use of foreign languages on the job. Best source may be in Langley Park area.

3. Occupational Flash Cards

4. See Sigamos lesson 12 (pages 198-211)

Exercises:

Use the reading segments which follow during the second semester in junior high school, preferably before the 9th grade students register for 10th grade. Grammar has been kept to a Lesson 7 level. Teach new vocabulary from text (pp. 322-326 and 330-334).

N. B. Be ready to explain the use of se habla, prepararse, and especializarse. This should be a useful pre-exposure to the concept of reflexive verbs, as well as to the impersonal se. Be as simple as possible in explanations.

As this is an inserted lesson, it may be useful to review anything with which the class has had problems. For example, the expression tener que appears frequently in the reading. The following exercise might be used to re-enforce and review it.

Directions: Match the column. You may use more than one answer per sentence.

a. enfermera	_____1. Tiene que trabajar en el hospital.
b. bombero	_____2. Tiene que tener oficina.
c. cajero	_____3. Tiene que tener su diploma
d. líder de sindicato	universitaria.
e. abogado	_____4. Tiene que especializarse en
f. médico	las lenguas.
g. dentista	_____5. Tiene que tener su diploma
h. profesor	universitaria.
i. secretaria	_____6. Tiene mucha influencia social.
j. policía	

This exercise can easily be converted into a game:

1. Each student picks a profession from a list.
2. He/she will say to his/her team: Yo tengo que _____, giving an action characteristic of the profession. He/she may be given a second or third chance to hint at the profession in this way.
3. His/her team gets a point for guessing correctly, or:
4. They lose a point if the other team guesses correctly first.
5. First team to a set number of points wins.

Simplified Reading:

Podemos preguntar por qué estudiamos el español. Es una buena pregunta, y hay muchas contestaciones.

Primero, se habla español en tres continentes y en muchos paises. Podemos ir de Nueva York a Madrid en solamente seis horas, y a México en cuatro horas si vamos en jet, y en el futuro en un proyectil vamos en una hora.

También tenemos «telestar» y otros satélites de comunicación que transmiten programas de radio y de televisión por todas partes del mundo. ¡Las oportunidades de educación y comunicación son fantásticas!

Hay muchos paises pobres en la América Latina. El español es su idioma oficial. Es más fácil ayudar a los paises pobres si hablamos su idioma y conocemos (know) su cultura. En las relaciones internacionales la comunicación clara es importantísima.

Las ventajas de hablar español son grandes también en los Estados Unidos. Se habla español en muchas partes de Norteamérica, y hay muchas personas bilingües.

Tenemos programas de radio y de televisión en español. Hay periódicos en español. En unas partes de Nueva York y de Miami muchas personas no hablan bien el inglés; hablan español.

En la escuela secundaria los estudiantes tienen que prepararse para el futuro. Hay una gran necesidad para jóvenes que quieren ser médicos, profesores, dentistas, abogados, enfermeras, y secretarias. Si hablan español, hay muchas oportunidades de usar el idioma.

El útil en la universidad, y también en las otras carreras que no exigen el diploma universitario: las policias, los bomberos, los asistentes a enfermeras, los cajeros de banco, y los líderes de sindicatos de trabajadores. Todos pueden usar el español, incluso los que (las personas que) no quieren especializarse solamente en el idioma.

El Español: A Sentirlo: Chapter One

Refer to the Career Education Guide, pages 32 and 43 and to the cluster chart on page 18 for related careers.

Occupational Clusters:

Agriculture	Business
Natural Resources	Commerce

Suggested Aids:

1. Film/slides on Spanish countryside and rural people.

2. Bulletin board to illustrate the costume of some professions.

Vocabulary: sacerdote, labrador(a), obrero(a), panadero(a), tortillero(a), carpintero, capataz, marinero, capitán, barco, puesto, paisajista, navegante.

Exercises:

- To be done in addition to Preguntas, page 23.

¿Es bueno el puesto del carpintero? ¿de labrador de campo?
¿Cuál es mejor?
¿Es bueno el puesto de capataz?
¿Cuál es mejor?
¿Es bueno el puesto de marinero? ¿de navegante?
¿Cuál es mejor?
En un barco, ¿cuál es el mejor puesto de todos?

- Substitute for Resumen, page 13.

¿Quiénes labraban las tierras? (los labradores)
¿Quiénes celebraban la misa? (los sacerdotes)
¿Quiénes trabajaban en el barco? (los marineros)
¿Dónde trabajaba el capataz? (en el campo)
¿Qué cultivaba el paisajista? (un jardín grande)
¿Quién vendía el pan? (el panadero)
¿Quién vendía las tortillas? (la tortillera)
¿De dónde salían los labradores? (de la sombra)

Suggested Activities:

1. Have one or several students study the diet of a Spanish peasant and prepare a typical meal for the rest of the class. Every one in the class should try making tortillas here.

2. Several shop students may wish to diagram and label several common tools (hammer, pliers, chisel, etc.).

El Español: A Sentirlo: Chapter Five

Refer to the Career Education Guide, pages 53-62, 85, and to the cluster chart on page 18 for related careers.

Occupational Clusters:

Fine Arts and Humanities	Business and Office
Sports	Public Services
Communications and Media	Transportation

Vocabulary: doctorado, bachillerato, empleado(a), chófer, tenedor de libros, universidad, correo, mecánico, reparar, conducir, político, administrador, clérigo, consejero, tener confianza, dar consejo.

Suggested Aids:

1. Occupational Flash Cards

2. Bulletin board on various forms of letter writing (c. f. Career Education Guide, pages 53-62).

Exercises:

- Substitute for Exercise A, page 125

¿Qué había recibido el estudiante? (su bachllerato)
¿Dónde habían estudiado los doctorados? (universidad)
¿Quiénes habían trabajado en la oficina? (los clérigos y yo)
¿Quién había dado consejo a los estudiantes? (el consejero)
¿Quiénes habían manejado los coches? (los chóferes)
¿Quién había matriculado a los estudiantes? (el administrador)

- Use in addition to Resumen, page 129.

¿A quién doy el correo? (al clérigo)
¿A quién decimos la dirección? (al chófer)
¿A quién veo en la universidad? (al administrador)
¿En quién tenemos confianza? (el consejero)
¿A quién traigo el cheque? (al tenedor de libros,
¿Con quién salgo? (su novio/a)
¿A quién decimos el número del coche? (al mecánico)

Suggested Activities:

1. Arrange pen pals with Spanish-speaking students. Suggest that they ask about social life there.
2. Students may want to learn how to write an application letter (for a job or university) in Spanish.

El Español: A Sentirlo: Chapter Seven

Refer to the Career Education Guide, pages 17, 30, 37, 41 and to the cluster chart on page 18 for related careers.

Occupational Clusters:

Fine Arts and Humanities Communications and Media

Vocabulary: periodista, entrevista, escritor, lector, editor, conserje, hispanoparlante, custodio(a), consejero(a), bibliotecaria, secretario(a), empleado(a).

Suggested Aids:

1. Have a typewriter, newspaper, books etc., to spark discussion on writing in Spanish.
2. Newspaper ads for bilingual positions.
3. Ditto several sample articles from a Spanish newspaper to show typical format and vocabulary.
4. Flash cards

Exercise:

Do this as an additional exercise at the end of the chapter.

Modelo: ¿Lo copia la secretaria? Sí, el director insiste.
El director insiste que la secretaria lo copie.

1. ¿Los aconseja el consejero? Sí, el director insiste.
2. ¿Nos los presta la bibliotecaria? Sí, el director quiere.
3. ¿La trae el conserje? Sí, el director lo manda.
4. ¿Los ayudan los ayudantes? Sí, el profesor prefiere.
5. ¿Van a la entrevista? Sí, el editor lo desea.
6. ¿Tienen muchos lectores el libro? El escritor lo espera.
7. ¿El custodio no los comprende? Los hispanoparlantes tienen miedo. (Students must be aware, beforehand, of the expression tener miedo de.)
8. ¿El periodista escribe mucho? Es necesario.
9. ¿La entrevista es interesante? Es probable.
10. ¿El director no mata a la bibliotecaria? Es mejor.

Suggested Activities:

1. Have some more able students present job interviews modeled after the reading.
2. If there are Latin American students in the school, prepare and record an interview with them, emphasizing job possibilities and intentions.

El Español: A Sentirlo: Chapter Ten

Refer to the Career Education Guide pages 5, 6, 32 and to the cluster chart on page 18 for related careers.

Vocabulary: puesto, artesano, mercado, feriante, charlatán, cestero, agencia de colocaciones, tendero, chacinero, carnicero, lechero, pescadero(a), panadero(a), pastelero(a), confitero(a), heladero(a), galletero(a), zapatero(a), sombrerero(a), peluquero, relojero, librero(a).

Suggested Aids:

1. Do a bulletin board using some of the above professions.

2. Incorporate the meaning of the verb/noun with the name of the profession. e.g. - leche - lechero. Make a similar, but more extensive, set of flash cards for classroom practice.

Exercises:

Add these to the verb practice on page 249.

1. ¿Qué pidió Juan al lechero? (leche)
   ¿Qué pediste al lechero? (queso)
   ¿Dónde conseguimos zapatos? (de la zapatera)
   ¿Qué consiguió María del heladero? (helado)
   ¿Qué sirvió este pescadero? (pescado fresco)
   ¿Qué prefirieron los carniceros? (carne fresca)
   ¿Qué repitió el tendero? (el precio)

2. ¿Qué tuvo la sombrerera? (muchos sombreros)
   ¿Qué dijo la peluquera? (algo corto)
   ¿Dónde pusieron los pasteles? (en la tienda del pastelero)
   ¿De dónde vinieron estos relojes? (del relojero)
   ¿Quién trajo las galletas? (la galletera)
   ¿Quiénes produjeron los cestos? (los cesteros)
   ¿Quién fue al mercado? (el feriante)

Suggested Activities:

1. International Fair Booths
2. Career worksheets: students interview two or three adults in some depth. Describe at least one to the class (in Spanish).
3. Look into trades presented in this lesson. Do some role playing and learn how to bargain at a market place.
4. Teach students words and music to the song San Serení.

Beth Couch
Shugart Junior High School

El Español: A Sentirlo Chapter Twelve

Vocabulary: marinero, piloto práctico, esclusero, barquero, arquitecto, contratista de obras, topógrafo, geómetra, ablañil, médico-verificador, carpintero, plomero, pintor, techador, carrajero, yesero, peluquero, manicura, pedicuro, masajista, maquilladora, peinador(a).

Suggested Activities:

1. Discuss careers in health, beauty, etc. Do people spend more time taking care of themselves now? How can a foreign language be an asset in a related career?

2. Discuss the possibility of travel with a career in construction. Many American companies are building in Spanish-speaking countries.

3. Role-play a scene in a barber shop or beauty salon in a Spanish-speaking country.

Sample Exercise: oral/written

Answer each question negatively.

1. ¿Hay un peluquero que cante?
2. ¿Conoces un marinero que sepa hablar italiano?
3. ¿Hay un puesto que pague bien en construcción?
4. ¿Ve el piloto algo que le interese?
5. ¿Tenían Uds. un trabajo que era interesante?
6. ¿Conocía Ud. un carpintero que sabía hablar portugués?
7. ¿Tenía el arquitecto una casa que quería vender?
8. ¿Compraría Ud. una casa que no tuviera más que dos alcobas?
9. ¿Hacía el pintor algo que ellos podían ver?

El Español: A Sentirlo: Chapter Thirteen

Vocabulary: vigilante de fondos, guardián de prisiones, vigilante nocturno, detective de hotel, guardia civil, guardia urbano, inspector de policía, juez, policía de tráfico, detective privado, agente feminino de policía, investigador, guardia de parques, guardia de caza, guardia forestal, guardia de cotos de pesca, soldado, marinero, militar, ejército, marina, fuerza aérea, motorista de tráfico, sociólogo.

Suggested Activities:

1. Discuss how the knowledge of a foreign language can help a career in Law Enforcement.

2. Role-play a courtroom scene with lawyer, policemen, judge, etc.

Exercise: written

Change the sentences to the conditional perfect tense.

1. El juez me lo dijo ayer.
2. La escolta lo fusiló.
3. El inspector asistió una vez.
4. El soldado lo puso en la mesa.
5. El detective privado empezó a investigar.
6. El policía lo castigó ayer.
7. El vigilante nocturno no se levantó hasta las diez.
8. La motorista de tráfico no me lo dijo.
9. El sociólogo no escribió mucho.
10. El general del ejército volvió.

Dialogue:

Students may write an original dialogue "En La Panadería" "En La Lechería", or "En La Pescadería".

El Español: A Sentirlo: Chapter Fourteen

Vocabulary: turismo, guardián de playa, monitor de esquí, profesor de vela, bañero, guía de montaña, agente técnico de turismo, azafata de turismo, hotelero.

Suggested Activity:

Have students plan an "ideal" resort in a Spanish-speaking country. Who would be needed to run it? Let them use their imaginations and create positions which perhaps do not now exist.

Exercise: written

Complete each sentence with the correct form of the verb. (This may substitute for Exercise B, page 359.)

1. Yo dudo que el profesor de vela lo _____. (conducir)
2. Es posible que el bañero _____ las horas. (trabajar)
3. Es dudoso que el guardián de playa _____ el barquito. (vender)
4. La madre se alegra de que su hijo _____ de la profesora de tenis. (aprender)
5. Nosotros esperamos que la azafata de turismo nos _____. (ayudar)

Career Related Activities: (may be applied to any unit)

Bruce Speight, Kent Jr. High School

1. Use a photograph as a starting point for a talk about certain careers in the foreign country. This kind of talk should be given in the foreign language, but if it involves using vocabulary that is outside the pupils' experience, it is better to resort temporarily to their own language.

2. Make statements about the picture, some of which are true and some untrue, and ask the class to say which are which.

3. Ask the class to imagine that they are one of the persons in the picture and get them to describe the scene around them or to tell what they are doing.

4. Ask the students to answer the questions for oral and written composition. They may start with ¿Quién es este señor? ¿Qué trabajo hace? ¿Lleva uniforme? etc. Ask for further information concerning la situación, la carrera, las especializaciones.

5. Have a class project on "everyday careers (jobs)," choosing groups to select a topic that will be of interest to the class: training, outlook, additional source material.

6. Do a cartoon strip on occupations.

7. Use references in ¿Cuál será mi profesión? to write and find out information about occupations.

SEEK AND FIND - VOCATIONS

D G A C I M I U Q T E A T R O O G Y P B F
M I T R T I L S U M M A I G O L O I S I I
R O D C S A C I T A M E T A M F I S I L L
M G E O L O G I A F O T C A L Y G O C G O
A L R N A I G O L O T I M C B T L L O P S
T F E T O N G Y A S T R O N O M I A L I O
E O C A I H A T C U F L O P T Y C C O O F
N L H B L L Y F A R M A C I A I O Y G A I
O I O I I G Y N Y G L A E R N H E N I X A
I R H L F O O G E I R N A A I H S F A H N
S L G I T R L O G Q O I C A C T A I I P A
I O T D E S G O U I U E C R A R G S A R T
V T N A C R S I G Q M I S U G O T A C U O
E S A D A N T I A I S M O O L O N P I A M
L I C F O E L M G I A L T O R T Y O T T I
E F I I C E O O F H Y O O I O L U T A N A
T A S T R R C P S I F Z A M G O M R M O Z
E L U G U I E C O N O M I A E T R L A O N
R R M A S S E N T O M O L O G I A I R L R
A T T P X H A R U T A R E T I L F S G E N
P O L I T I C A T M E D I C I N A F R R Y

teatro - theatre
contabilidad - accounting
aeronautica - aeronautics
agricultura - agriculture
anatomía - anatomy
arquitectura - arquitecture
astronomía - astronomy
biología - biology
botánica - botany
química - chemistry
economía - economy
entomología - entomology
geografía - geography
geología - geology
gramática - grammar
historia - history
literatura - literature
derecho - law
matemáticas - mathematics
mecánica - mechanics
medicina - medicine
música - music
mitología - mythology
farmacia - pharmacy
filosofía - philosophy
física - physics
fisiología - physiology
política - politics
psicología - psychology
religión - religion
tauromaquia - bullfighting
televisión - television
zoología - zoology
fotografía - photography

Items appear in five directions - forward, backward, up, down, and some may be diagonal and/or overlap others. Circle or box in each item.

Cuestionario sobre las opiniones (para discutir)

Dorothy Coughlin, Buck Lodge Jr. High

Hombres y mujeres

Si Ud está de acuerdo con cada proposición indique sí; si no está de acuerdo indique no.

1. Las mujeres deberían quedarse en casa y no trabajar afuera. Sí____ No____

2. No hay ningún trabajo en la profesión de construcción que pueda hacer una mujer. Sí____ No____

3. El esposo debería ayudar a la señora de la casa. Sí____ No____

4. Las chicas no necesitan educación avanzada porque ellas se van a casar y a cuidar niños, etc. Sí____ No____

5. Las mujeres no pueden controlar sus emociones lo suficiente para ser profesionales, o para entrar en el mundo de los negocios. Sí____ No____

6. Un día, una mujer llegará a ser presidente de los Estados Unidos. Sí____ No____

7. No es posible que una mujer pueda cuidar a su familia y seguir un regimen de estudios serios. Sí____ No____

8. Los chicos reciben mejores notas en ciencia y matemáticas que las chicas. Sí____ No____

9. Si las mujeres pueden entrar en las profesiones tradicionalmente masculinas, los hombres pueden también entrar en las profesiones que han sido para mujeres. Sí____ No____

10. Las mujeres de hoy día son demasiado agresivas. Sí____ No____